

Gr 6 (Access) REVISION BOOKLET – TERM 1

Ibn Al Haytham School for Boys C2 – Ajman

English Department

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(Aligned with MOE Cycle 2 EOT Specifications 2025–2026)



IBN AL HAYTHAM SCHOOL C2

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Introduction

This booklet is designed to help you revise the key skills for **Grade 6 Access English**. It follows the **Cycle 2 End-of-Term 1 exam specifications (2025–2026)**. Use it for practice, self-checking, and exam readiness.

المقدمة

وهو يتّسق مع هذا الكُتَيْب مُعَدّ لمساعدتك على مراجعة المهارات الرئيسة في اللغة الإنجليزية للصف السادس (المسار العام) استخدمه للتدرب، والتقويم. للعام الدراسي 2025–2026 (Cycle 2) مواصفات امتحان نهاية الفصل الأول للحلقة الثانية الذاتي، والاستعداد للاختبار.

Student Advice

- Plan your time: study in 20–30 minute sessions with 5-minute breaks.
- Practice actively: try every question before checking model answers.
- Track mistakes: note the error, write the correct form, and retry a similar item.
- Grow vocabulary: make small word cards (word + meaning + example) and review daily.
- Reading strategy: read the question first, underline key words, use evidence from the text.
- Writing strategy: topic sentence + linking words (*because/so/although*) + correct punctuation; check word count.
- Use the marks: spend more time on higher-mark questions.
- Be exam-ready: sleep well, bring your stationery, read instructions, and check calmly at the end.

نصائح للطالب

- خَطِّط وقتك: ذاكر في جلسات 20–30 دقيقة مع استراحة 5 دقائق.
- تدرب بفاعلية: حاول الإجابة عن كل سؤال قبل النظر إلى الإجابات النموذجية.
- تتبّع الأخطاء: سجّل الخطأ، واكتب الصيغة الصحيحة، وجرب سؤالاً مشابهاً.
- نمّ مفرداتك: اصنع بطاقات كلمات صغيرة (الكلمة + المعنى + مثال) وراجعها يومياً.
- استراتيجية القراءة: اقرأ السؤال أولاً، وحدّد الكلمات المفتاحية، واستشهد بالأدلة من النص.
- علامات ترقيم صحيحة؛ تحقّق من + (*because / so / although*) استراتيجية الكتابة: جملة موضوع + روابط. عدد الكلمات.
- استثمر الدرجات: خصّص وقتاً أطول للأسئلة ذات الدرجات الأكبر.
- جاهزية الاختبار: نم جيداً، واحضر أدواتك، واقرأ التعليمات، وراجع إجاباتك بهدوء.

PART 1A – Vocabulary (Matching) – 20 Marks

Match the word to the correct definition. Write the letter (A–J) in the box.
(10 items × 2 marks = 20)

Definitions (A–J):

- A. the top part of a house
- B. a family member: child of your aunt/uncle
- C. a place where sick people go for help
- D. a person who helps customers in a shop
- E. a place for police officers to work
- F. a small area you can stand on outside a room
- G. a person who fights fires
- H. not cheap
- I. shows location of something in the middle of two things
- J. a cup made of glass

Words – write A–J on the lines provided:

1. firefighter _____
2. police station _____
3. balcony _____
4. roof _____
5. shop assistant _____
6. hospital _____
7. cousin _____
8. glass _____
9. between _____
10. expensive _____

(Notes space)

PART 1B – Grammar in Context – 10 Marks

Choose the best option (A/B/C) below to complete the text.

(5 gaps × 2 marks = 10)

This is my family. (1) _____ name is Saeed. I live in a small house near the park.
(2) _____ a big tree next to our door. My sister Hessa (3) _____ a red bike and
she rides it after school.
My parents (4) _____ from Al Ain and they visit (5) _____ friends every weekend.

1. A) Our B) My C) Their
2. A) There is B) There are C) Is there
3. A) have B) has C) having
4. A) is B) are C) do
5. A) them B) their C) they

(Notes space)

PART 2 – Reading – 15 Marks

Read Text 1 and answer the questions. Circle/underline A/B/C.
(5 questions × 3 marks = 15)

Text 1 – “A Day in My Town” (~140 words)

Our town is small but busy. The mall is **opposite** the mosque, and the bus stop is **between** the hospital and a new **hotel**. On Fridays, my family visits the lake and walks along the path with tall palm trees. I ride my **bicycle** to the bakery because it is **near** my house. The roads are safe, and there are bright signs to help people. Some shops are **expensive**, but the market is cheap. My favourite place is the library; it is quiet and has computers for students. At the weekend, tourists come to our town to take photos of the old buildings. I think our town is a good place to live because everything we need is close. When I grow up, I want to design better bus routes so people can travel easily.

Questions (circle A/B/C):

1. The **main idea** is that the town is...
A) boring B) dangerous C) **convenient**
2. The bus stop is **between**...
A) the mosque & hotel B) **the hospital & hotel** C) the mosque & hospital
3. The word **opposite** is closest to...
A) **across from** B) behind C) next to
4. Where does the writer **ride** a bicycle?
A) **to the bakery** B) to the market C) to the mall
5. Why do **tourists** visit the town?
A) **old buildings** B) cheap market C) bus routes

PART 3 – Reading – 15 Marks

Read Text 2 and answer the questions. Circle A/B/C.
(5 questions × 3 marks = 15)

Text 2 – “A Trip to the Wildlife Park” (~145 words)

Last Saturday, our class visited a wildlife park near the sand dunes. First, we saw tall **giraffes** and a **heavy** elephant. Then we watched trainers feed the **flamingos**. Our guide told us to **follow** the path and not run. In the small farm area, a **rabbit** could **jump** fast, and bees flew around the flowers. At the viewing point, I took photos of the **lightest** bird. Later, we answered questions: “**Who is running?**” and “**What is Saif doing?**” A group of students was playing a game while others were reading signs about animal homes. Before we left, we stood on a platform to see the **tallest** tree in the park. I learned that animals need safe places to live. On the bus home, I wrote about my favourite moment: when the giraffe bent its long neck to eat leaves from my hand!

Questions (circle or underline A/B/C):

1. Which animal is described as **heavy**?
A) giraffe B) **elephant** C) rabbit
2. The sign “**follow the path**” suggests...
A) take photos B) **stay on the route** C) leave the park
3. The word **lightest** is an example of a...
A) preposition B) verb C) **superlative adjective**
4. Which question is **present continuous**?
A) **Who is running?** B) Who ran? C) Who runs?
5. What **connection** can we make to our own life?
A) **Animals need safe homes, like people need safe homes** B) Elephants are birds C) Trees are short

PART 4 – Writing – 40 Marks

Write at least 80 words. Use capital letters, full stops, commas/question marks, and linking words (*because/so/and*).

Task A – My Favourite Cinema in the UAE

- Say **where** it is and what you **like** about it
 - Describe **what kind of movies** you watch there
 - Explain **why** it is your favourite place to watch movies
- (Write at least 80 words.)*

Write here:

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper. There are no margins, text, or other markings on the page.

Task W4 — A Film Review (≈80–100 words) — 40 marks

Write a short review of a film you watched recently. Include:

- Film **title** + **type** (action/comedy/science fiction/animation).
- The **plot** in 1–2 sentences.
- The **main character** and your opinion of the **ending**.

Use **and** / **but** and at least **two intensifiers** (*really* / *very* / *a bit*).

Sentence starter: *I watched ... It is a(n) ... film. The plot is about ... The main character is ... The ending was really ... I recommend it because ...*

Write here:

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper. There are no margins, text, or other markings on the page.

Task W5 — Email Invitation to the Cinema (≈80 – 100 words)

(40 marks)

Write an email to a classmate inviting them to watch a film. Include:

- **When** and **where** (time, cinema).
- **Which type** of film and **why** did you choose it.
- What to **bring** / how to **get there**.

Use at least two **linking words** (*and, but, because*).

Open with *Hello ...*, and close with *See you soon*, + your name.

Write here:

[illegible]

Write about a time you went to the cinema.
Include:

- Write here:

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper. There are no margins, text, or other markings on the page.

Task B – My Neighbourhood

- Describe **three places** near your home (use *there is/there are*, **prepositions of place**)
- Explain **what you do** there during the week (**present simple**)
- Say **why** you like living there

(Write at least 80 words.)

Write here:

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper. There are no margins, text, or other markings on the page.

Task Completion	Structure	Grammar	Vocabulary	Spelling & Punctuation	Total
/8	/8	/8	/8	/8	/40

Grade 6 Writing Rubric

	Task completion	Structure	Grammar	Vocabulary	Spelling and Punctuation
7-8	Addresses all parts of the prompt clearly using connected, complete sentences. Ideas are relevant and fully developed for the task.	Sentences are logically ordered with smooth connections between ideas.	Mostly accurate use of simple and some compound sentences. Minor errors do not affect meaning.	Uses a range of topic-related and high-frequency words accurately and appropriately.	Spelling and punctuation are mostly correct; occasional minor errors do not affect readability.
5-6	Covers most parts of the prompt; response is clear but may miss one detail or example.	Ideas are mostly ordered; sentences link reasonably well.	Grammar is generally correct with some errors that may occasionally affect clarity.	Adequate vocabulary for the topic; some repetition or basic word choice.	Common words spelt correctly; basic punctuation (full stops, capitals) mostly accurate.
3-4	Attempts the task but misses several parts of the prompt or lacks clear ideas.	Some sentences connect but order or flow may be unclear.	Frequent errors in tense or sentence structure sometimes make meaning unclear.	Limited range of vocabulary but enough to convey a basic message.	Some correct spelling and punctuation, but errors occur often.
2	Gives a partial or unclear response to the prompt; meaning is limited.	Little sense of order or link between ideas.	Frequent grammatical errors; many sentences incomplete or inaccurate.	Very limited vocabulary; several words used incorrectly.	Spelling and punctuation errors frequent; meaning often unclear.
1	Response is off-topic, copied, or too short to assess.	No clear organisation or connection between ideas.	Grammar control minimal; sentences mostly incorrect or missing.	Vocabulary inappropriate or unrelated to the topic.	Numerous errors; response difficult to read.
0	No response, or entirety of response plagiarised.				

Advice (EOT) — English

Know the weights: Vocab **20**, Grammar **10**, Reading **30** (15 + 15), Writing **40** = **100**.

Time = marks: Spend more time where there are more marks (Writing & Reading).

Reading (MCQs):

- Read the **question first**. Scan the text for **key words**.
- For **main idea**, check the first + last sentence to confirm the overall meaning.
- For **detail**, find the exact sentence.
- For **word meaning**, use **context** (nearby words and the sentence).
- Always **circle one** answer; don't leave blanks.

Grammar in context: Re-read the sentence; check **subject–verb** (is/are; has/have), **there is/there are** and **pronouns** (my/their).

Vocabulary: Think of **simpler synonyms** and **topic words** (*places in town, family, daily routines*).

Writing (≥80 words):

- Plan **3–4 short sentences per bullet**.
- Use linking words: **and, but, because**; add **really/very/a bit** when asked.
- Check **capitals, full stops, spelling, and word count**.

العربية — (EOT) نصائح على نمط الاختبار

100 = 40، الكتابة (15 + 15) **30**، القراءة **10**، القواعد **20** المفردات :اعرف الأوزان

خصّص وقتاً أطول للقراءة والكتابة لأن درجاتهما أعلى :الوقت = الدرجات

:القراءة (اختيار من متعدد)

- اقرأ السؤال أولاً، ثم ابحث عن الكلمات المفتاحية في النص.
- راجع بداية النص ونهايته لتتأكد من المعنى العام :الفكرة العامة
- اعثر على الجملة المطلوبة بالضبط :التفاصيل
- (الكلمات والجملة القريبة) استخدم السياق :معنى الكلمة
- اختر إجابة واحدة دائماً؛ لا تترك السؤال فارغاً
- ، وضمائر **There is/There are**، و(is/are؛ has/have) راجع الجملة؛ تحقق من التطابق :القواعد في السياق (my/their) الملكية
- (الأماكن في المدينة، العائلة، الروتين اليومي) فكر في مترادفات بسيطة وكلمات الموضوع :المفردات
- :الكتابة (80 كلمة فأكثر)
- جمل قصيرة لكل نقطة 4–3 خطّط
- . عند الطلب **really / very / a bit**، وأضف **and / but / because** استخدم
- .تحقق من الحروف الكبيرة وعلامات الوقف والإملاء وعدد الكلمات